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C C C -- THE AMERICAN FOLK SCHOOL

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The Civilian Conservation Corps "was given its swaddling clothes," at the White House, March 29, 1933. "The infant that has grown so soon into the ruddy faced, hard muscled giant of today"¹ is only three years old.

During these three years a million and a quarter young men have been thru the organization, and come out better for the experience. They have advanced conservation in this country at least ten years, and have done real work valued at more than \$300,000,000. The total cost during the same period amounted to \$200,000,000, and the greater portion of this reached the families of the men who were in need of relief.

More important, however, than material gains have been the moral and spiritual values. Productive labor and the security of camp life have brought to these young men a spiritual and moral stability. It has given them broader horizons and the opportunity to learn. Thus a three fold purpose has been served: (1) conservation of natural resources, (2) relief of the needy, and (3) conservation of human resources. The last has proved tremendously important. As time progresses, more and more attention is being devoted to its accomplishment.

When the camps were first established the Army was charged with care of the men in camps. Education was considered a part of its general welfare work. Spontaneously a variety of educational offerings sprang up in the separate camps and evinced an unusual opportunity for learning.

In the fall of 1933 a Handbook for Educational Advisers in CCC Camps was prepared by the Office of Education, approved and published by the Secretary of War. It created an extensive administrative set-up for the Corps and outlined educational policy.

The set-up included a National Director of CCC Education in the Office of Education to recommend objectives and procedures to the War Department at Washington, and nine civilian advisers for the nine corps areas in America. Each Corps Area Adviser would coordinate the work of the many Camp Advisers within his area and organize a program consistent with local conditions and policies determined at Washington. The Camp Adviser would build a program around the interests of enrollees in his particular group -- and with the facilities at hand.

The educational policy of the Corps is stated very simply in the Handbook. "The opportunity for education is offered to the members of the Civilian Conservation Corps. It is not mandatory. Company Commanders will, however, point out the advantages presented by this opportunity, and will encourage the members of their command to avail themselves of it.

Building wherever possible upon the activities already under way, the aims of the strengthened and broadened educational program are:

1. To develop in each man his powers of self-expression, self-entertainment, and self-culture.
2. To develop pride and satisfaction in cooperative endeavor.
3. To develop as far as practicable an understanding of the prevailing social and economic conditions, to the end that each man may cooperate intelligently in improving these conditions.
4. To preserve and strengthen good habits of health and of mental development.
5. By such vocational training as is feasible, but particularly by vocational counseling and adjustment activities, to assist each man better to meet his employment problems when he leaves camp.
6. To develop an appreciation of nature and of country life."²

Thus are established the grandest features of the program: voluntary participation and flexibility of curriculum -- two qualities conspicuous by their absence in most of American education.

SITUATION

There are approximately 2,000 conservation camps in the country today, and plans are under way to bring this number up to 3,000 by the end of the year. The present enrollment is half a million -- about 90% youths between 18 and 25, 7% veterans of the World War, 7% local experienced men, and 3% Indians from reservations. Until August 1935 men were permitted a maximum stay of 18 months in the Corps, but now there are no mandatory discharges. Enrollments are for six months only. When up to quota, each camp has 206 enrollees, three military officers, and five to twenty-five camp work personnel. 230 may be taken as a round number for each camp.

In this corps area there are 97 camps. Most of them are located in the woods at least five miles away from any community. In every case they represent a wholesome country environment.

It is not difficult to imagine the effect of camp life on a boy who never had been away from home, who comes perhaps from the backwoods and knows little of the world at large, and has had little companionship. Nor is it difficult to sense the feelings of a city lad who has known only crowded streets, dirt and sweat, who has had to struggle hard -- often against his neighbors -- for every mouthful. Camp life offers a happy medium between the hardships of "nature in the raw" and the complexities of crowded city life. It employs modern scientific method in a wholesome natural environment. -- And it does so for the underprivileged group.

Whereas a good many camps are still in tents the great majority are

comfortably housed in wooden frame buildings. The typical camp includes a mess hall and kitchen, Headquarters office and storeroom, a recreation hall with canteen and facilities for education (except in a few instances where separate school houses are available), an infirmary, a bath house, a garage and shop, a latrine, a building for staff quarters, and five barracks accommodating forty men each. Usually the dozen or so buildings are arranged in close formation around a company street, the whole plot occupying about two acres.

The Military staff includes: the Commanding Officer, two Lieutenants, and a Doctor. The Commanding Officer, usually a Captain of the reserves, has absolute authority within the camp, as does the Captain of a ship on board his vessel.

The educational program being a charge of the Army, Educational Advisers are civilian officers with delegated authority from the Commanding Officer. Each Adviser has assigned to him a full-time assistant from among the enrollees, and he may draw upon the entire camp personnel for other assistance.

In nearly all the second corps area camps there are now from one to five special instructors, trained in dramatics, crafts, music, or physical education. These are lent by TERA, and fall under the authority of the educational adviser, who directs their work. However, their presence in camps is very recent. During the fourth enrollment period comparatively few had been assigned.

The enrollees in the camps are a heterogeneous group ranging in age from eighteen to twenty-five, and in education from illiterates to college graduates. The majority at enrollment are "fed up" with school as they know it. The very word "education" is an anathema to them. After a hard day's labor they are not much inclined toward mental "work", and naturally will not take part in anything in which they are not keenly interested. The situation which Educational Advisers face is extremely difficult and they have had to employ unusual and ingenious methods to obtain results. The record of their experimentation should therefore be significant for all educators who are trying to meet problems of youth.

EDUCATIONAL ACTIVITIES

The camp day divides itself roughly into three parts: eight hours for work, eight hours for sleep, and eight hours leisure time. The educative process is, of course, not confined to leisure time. The principle "learn by doing", has splendid application in the camps. Because the majority of the boys have been away from home but little and many of them have never held a regular job, the camp situation offers a splendid opportunity for teaching them social values under controlled conditions. The group life is much simplified, but all factors intrinsic to ordinary citizenship are there in rudiment. Additionally, there is present the grand opportunity to become acquainted with the many wonders of Nature.

Until quite recently education in the Corps was regarded as a "night schedule" activity, something entirely divorced from the ordinary life

of the camps. Much of the work was done without any attempt at systematic training. The boys were often assigned to unfamiliar tasks, having to learn their duties by "hit or miss" methods. More recently, foremen have been urged to give instruction on the job, and to take time out to make the work meaningful to enrollees.

Work projects range over a tremendous variety and include nearly every type of fundamental industrial skills. Some of the most common projects are listed below:

Woods clearing for reduction
of fire hazard
Building roads and trails
Constructing telephone lines
Scouting for control of
forest pests
Fire fighting
Tree planting

Building dams, cabins, look-out
towers, fences, etc.
Park maintenance
Rodent control
Soil erosion control
Stream improvement
Timber surveying

A study of occupational backgrounds of enrollees indicates that approximately seventy-five per cent of them never held a worthwhile job before joining the Corps. Many like their present jobs and want to continue in them. Hence a growing interest in job training and vocational education.

In this corps area, systematic training on the job includes regular instruction by foremen on work techniques, the end products of the job, and the relation of the work to society as a whole. Such training involves supplementary lectures and study. It attempts to view employment opportunities as well as teach skills.

Determining the interests of Enrollees has not been easy. Information was gathered from personnel records, special questionnaires, from conversation with officers and foremen, from interviews with the men, but mostly through trial and error experimentation. An indication of interest is found in the records of counseling and guidance, an important phase of the Adviser's work. In this corps area, twenty-eight per cent of personal interviews reported were concerned with vocation, and forty-six per cent with education.⁴ Corresponding figures for all corps areas are nineteen per cent and thirty-nine per cent respectively.⁵ These figures indicate a major interest on the part of the enrollees in preparing for and finding employment. The Handbook for Advisers, understandingly states that "the most common interests of the men cluster around five centers: their prospective vocations, the current economic and social problems intimately related to unemployment, their social relations in and out of camp, their desires to understand the work they are doing, and their hobbies." My own experience corroborates this entirely.

Activities to meet the interest and needs of the men are conditioned by facilities and materials at hand. In large measure also, they depend upon the availability of suitable instructors or leaders. The fact that needs must be considered as well as interests should have an important influence on the selection of Advisers. Good judgment, combined with good training and a broad understanding of the social order are minimum essentials.

The following from an Adviser's letter may give a picture of the activities:⁶

"There is a spirit in this camp indicative of a thoroughly interested group. When the fellows come in each afternoon the first thing they do is go to the office bulletin board to see what's on for the evening. There is very little wondering about what to do with leisure time. We have a wide variety of activities in sports, study, arts and crafts, supervised reading, construction, dramatics, music, moving pictures, lectures, etc. We have good instructors and a good bunch of men, everyone of whom takes part in some phase of our program.

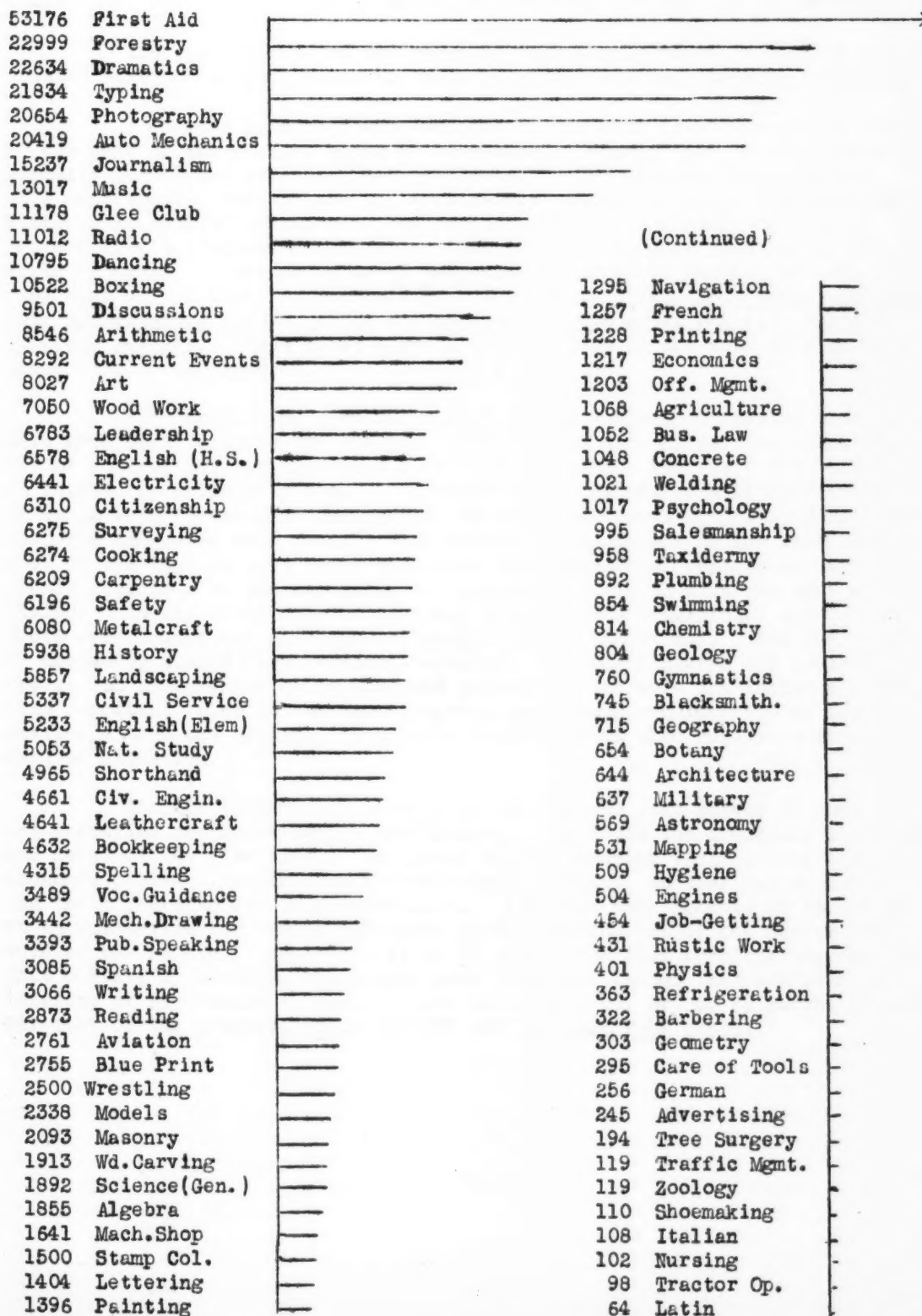
"A great deal of the success here is due to a cooperative attitude on the part of the military and forestry personnel. The Captain is keenly interested in the welfare of the boys and has been generous with company funds for recreation and education. Additionally, we have splendid backing in the local communities, and have been able to raise more than \$75.00 during the summer on activities presented to the public.

"Under the head of meritorious achievement, we might list the following:

1. A championship Baseball team; interbarrack soft ball league; interbarrack volleyball league; and half a dozen other organized sports.
2. A dramatic club which has written and produced three excellent shows in the last two months.
3. A very good orchestra which puts on community dances to which the whole town comes.
4. Rather remarkable mural decorations designed and executed by the boys.
5. A six-page camp paper, The Incinerator, which was recently sent to all camps in the corps area.
6. A visual education program which mixes entertainment with instruction -- for two shows each week.
7. A self sustaining craft department which takes and fills orders for craft products in the community, and uses funds thus earned to purchase new materials."

"Periodically, our movie operators show industrial films with the purpose of giving the enrollees an insight into various industries wherein they may some day be employed. This service is calculated to assist men, as yet undecided about their life work, in the choice of a vocation. It has the additional general educative effect even more important."⁷

Chart I shows the most common leisure activities in the order of frequency of preference. It is the result of a study during the fourth enrollment period (Oct. 1934 thru March 1935), based upon six hundred monthly

CHART I. EDUCATIONAL OFFERINGS IN ORDER OF POPULARITY
AS MEASURED BY MAN-HOURS-PER-MONTH

educational reports from the 97 camps of New York, New Jersey, and Delaware.⁸

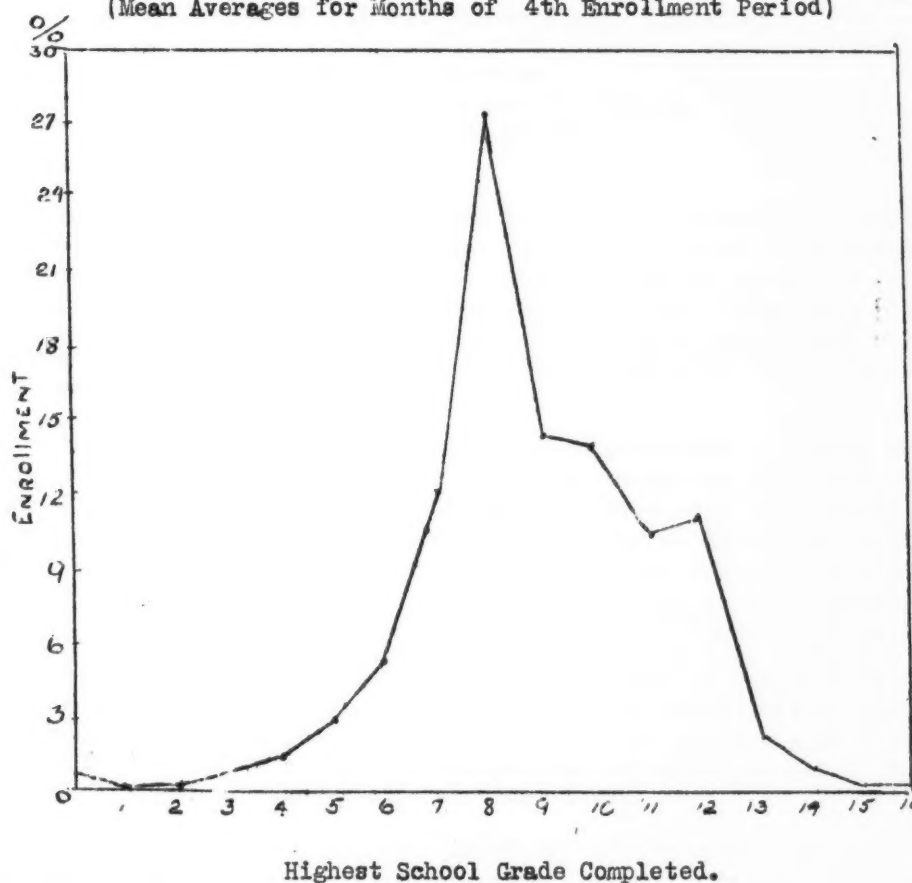
The significance of the First Aid and Safety scores should be discounted inasmuch as attendance at these offerings was not strictly voluntary.

A decided leaning toward vocational subjects is evident, more than 50 per cent of the courses being of this kind. Nearly half of these were directly associated with camp work projects. The academic subjects are well represented, but all are of an extremely practical nature like Current History, Economics, Arithmetic, and English, which are closely related to the enrollee's intimate problems and lead to a better understanding of the world he meets. Art or cultural subjects are fewer in number, but all rank high on the list for popularity. Note that in the first dozen subjects, with scores above 10,000, there are no academic subjects, but five cultural subjects qualify. This shows a great appreciation of the arts in a quarter where little was expected.

Fluctuation and survival values of the various curriculum offerings were also dealt with in the study. From October thru March, the total number of courses offered increased 100%, and attendance increased from 6,336 to 10,560, approximately 60%. In March about 62% of the full enrollment in camps were reported as taking part in the educational program. Vocational subjects increased more rapidly than others, probably due to the fact that most of the boys in this corps area come from industrial centers and are keenly conscious of the necessity of learning a trade in order to earn a living. In the early days of the camp program only traditional school subjects were taught and this type of education was almost nil. Now the trend is decidedly toward more practical courses. Moving pictures and lectures, sports and amusements, counseling and guidance which were not included above, play important roles in the camp program, and occupy considerable of the adviser's time and effort. Community relationships also require a great deal of attention.

The CCC educational program is not imposed from above; it does not prescribe the individual's curriculum. It meets the immediate interests and needs of the enrollees. One group may be studying their social and economic problems, another their vocational problems, another may be satisfying their yearning for self-expression. Like the folk schools of Europe it is an enterprise for adults and older youths growing out of the native culture of the people. Moreover, it is an enterprise that develops and expands that culture by teaching the people more about the things that are of most interest or importance to them. For these reasons, Dr. C. S. Marsh, former Director of the program, calls the CCC our American Folk School.⁹

CHART II. PREVIOUS SCHOOLING OF ENROLLEES
(Mean Averages for Months of 4th Enrollment Period)



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1. Hoyt, Ray - We Can Take It. American Book Co., 1935. p. 1.
2. United States Office of Education - A Handbook for The Educational Advisers in the CCC, 1934, p.4.
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4. Second Corps Area Education Report, 4th Enrollment Period, April, 1935.
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7. The Incinerator, Sept. 1935, Company 204, Bolton Landing, N.Y.
8. Harby, Sam F. - Education in The CCC Camps of The Second Corps Area.
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CONSTRUCTION OF A CURRICULUM IN PARENT EDUCATION

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During the past four years the writer has directed a research program, a part of which aims to study the problems involved in designing effective curricula for the teaching of child development to adults (parent education) and to secondary school students. Several monographs reporting some of the studies in this program have already been published.* It is the purpose of this paper to outline briefly the general principles which have served as guides in this work.

Research in curriculum making is here conceived as having essentially a twofold aspect. On the one hand, it recognizes that education is a going concern and that research has the responsibility of building a learning program based upon the best that is known at the moment concerning the type of growth desired and the learning process, and to determine the effectiveness of such a program. On the other hand, it also recognizes that knowledge of the effect of various types of development and of the learning process can be continually extended and that this extension is of vital importance to the curriculum maker. Two types of investigations are, therefore, recognized. The first type centers on the question, what is the most effective curriculum that our knowledge at the moment makes possible. The other type seeks to extend the fundamental knowledge itself. Examples of these two types of studies will be cited later.

Another guiding principle underlying this research program relates to the nature of the changes resulting from learning. Changes in knowledge and skill are not neglected but they are not considered as the only types of changes. Included in the types recognized, in addition to knowledge and skills, are changes in attitudes, in emotional patterns, and in the integration of these components. To some extent a beginning has already been made by curriculum makers in recognizing attitudes as important components of behavior, but little attention has been given to emotional patterns and to the way in which these various components are integrated when action takes place. Furthermore, many students of human behavior have questioned the advisability of making a classification of learning changes. They have contended that the organism operates as a unit and that the various parts do not make the whole. The pieces of pie do not make the whole pie! The solution of this problem seems to lie in the recognition of the factor of inter-relationship or integration. To be sure, the pieces of pie as such do not make the whole pie but the pieces put together in a certain way do make the pie. The real import of the slogan "the whole organism" is not that attention at all times should be all-embracing, for this is a psychological impossibility, but that the focus of attention should, in due time, be centered upon the various aspects of behavior and no aspect, including the inter-

* Ojemann, Ralph H. and others, Researches in Parent Education II, 1934, and Ojemann, Ralph H. and others, Researches in Parent Education III, 1935, University of Iowa Studies, Studies in Child Welfare, Published by the State University of Iowa, Iowa City, Iowa.

relationship, should be omitted.

A third guiding principle is that a description of changes in the learner, whether it is a description of the direction in which the change is to take place or of the progress of the learner, must be sufficiently exact to be meaningful. It is at this point that many of the attempts to specify objectives, especially those related to attitudes and emotional patterns, fall short of their goal. Objectives are frequently described in such terms as "to develop an attitude toward," "to develop an appreciation of," "to develop an understanding of." These terms, however, specify nothing as to the quality or degree of change. Merely specifying "an attitude toward" indicates nothing as to the degree of favorableness or unfavorableness toward the psychological object. Greater precision in the description of objectives is needed and this requires specification of the quality and degree of change as well as of its general nature.

In all curriculum making there appear three major questions. What are the objectives of the learner, that is, in what direction is the learner to be guided, irrespective of who does the guiding? What are the needs of the learner? What types of experiences will most effectively bring about the needed changes?

The first question arises from the fact that the direction of growth of both children and adults is a function of the experiences of the individual and that it is possible, to a considerable extent, to control these experiences. Some method is therefore needed to determine the direction of change desired. To supply an answer to this question, there is needed a method whereby the experience of the race, both that represented in the trends of civilization, that is, the knowledge of relationships developed through human experience over a long period of time, and that developed through controlled experimentation, is brought to bear upon the problem. Furthermore, since knowledge is continually changing, the method of selecting objectives must be sufficiently adaptable to take account of new developments. These considerations have led us to the use of judgments of highly trained individuals in action. Applied to parent education, it involves obtaining the judgments of those persons who are actually guiding children but who are, at the same time, students of child development, of society, and of parental psychology, and who are acquainted with the best that is known concerning what changes we wish to produce in children and what the function of parents is in bringing about these changes. Being a student of child development and of society implies striving toward optimum practice, not average practice. A group of individuals is used in order to increase the range of experience and to counteract the special influences which may operate in the judgment of one individual.

But the twofold character of this problem must not be lost sight of. Underlying the judgments there is a vast area that must be investigated, to supply more accurate data upon which the judgments may be based. In determining the responsibility of parents in the process of guiding children, for example, the question of the distribution of functions between the family and other social agencies such as the school, church, clinic, and playground; and the question of the relation of various types of development or adjustment enter. For this reason, some of our investigations are con-

cerned with the problem of how reliable judgments as to what changes are desired can be obtained. But, at the same time, there are other investigations in the research program to study the underlying areas, such as the effect of a specified distribution of functions between the family and the school, or the effect of a certain type of development at one stage in the child's growth upon development at a subsequent stage.

The needs of the learner are defined as the difference between the development of the learner at the moment and optimum development as indicated by the composite judgment.

Two examples of the application of these procedures are furnished by our studies in the realm of knowledge and in the realm of attitude. In the former, an extensive list of generalizations relating to child development was prepared by a process especially designed to insure that each generalization is based upon the most refined data available at the time it is formulated. This list of generalizations was then submitted to a group of highly trained parents who were engaged in the process of guiding children. These subjects were asked to make an analysis of their procedures in guiding children and, on the basis of this analysis, to rank each generalization on a three-point scale as to its importance for parents in guiding children. A sufficient number of judges was included to secure a reliable coefficient of approximately .90 for the composite scores. An understanding of those generalizations high in the scale of importance then becomes the objective for the parent who wishes to learn about child development. The learner's need, in so far as knowledge is concerned, is an understanding of those generalizations which careful testing shows are not operating in his thinking.

The application of these procedures to attitudes is somewhat as follows: To make possible the expression of various degrees of attitude, a scale is constructed in such a way as to permit the expression of eleven degrees of attitude, varying from extreme favorability to extreme unfavorability with step six as the neutral point. The scale is then submitted to a group of parents, all of whom have an extensive background in child development (at least the equivalent of a Master's degree) and who are engaged in the process of guiding children. They are asked to indicate what attitude they are finding helpful in achieving optimum development in children as they conceive it. If the range is relatively narrow we have a possible objective toward which the learner may be directed. The difference between the attitudes of the highly trained subjects and those of the learner represent the learner's needs in so far as attitude is concerned. For example, our studies have shown that "highly trained parents interested in and actually engaged in the process of guiding children of preschool age" hold an attitude toward the development of self-reliance by their children which falls within the range 2.2 to 3.4 on an eleven-point scale on which step one represents extreme favorableness. The average attitude for a large group of untrained parents is 6.7. Thus the need of a parent who falls near the mean of the untrained group is a change to a more favorable attitude falling within the range 2.2 to 3.4.

Each investigation of objectives recognizes, however, the dynamic character of judgments. They are based upon the most extensive knowledge

available. As the race acquires more knowledge the judgments must be re-made. And a part of the curriculum maker's task is to extend this fundamental knowledge. Hence, the emphasis in the research program upon the twofold character of research in the field.

The third problem is that of designing an effective learning program for bringing about the desired changes in the learner. Here again, the problem is twofold. On the one hand, it involves the assembling of knowledge available at the moment relative to the nature of the change to be produced, the learner, and the learning process, and on the basis of this, to construct a learning program and to test its effectiveness. We have constructed and tested programs designed to develop an understanding of important generalizations relating to child development and to bring about changes in certain attitudes in adults and high school students. On the other hand, the task is one of extending our knowledge relative to the nature of the learning products, the learner, and the learning process. It is at this point that studies of the types of experiences most interesting to the learner, the degree of generalization of knowledge possible at various chronological and mental age levels, the relative ease of modifying attitudes and emotional patterns at various age levels, the relative efficiency of different methods of developing an understanding of a generalization, and the relative effectiveness of visual and auditory methods in producing changes find their place. They serve essentially to extend the knowledge basic to the construction of learning programs.

We have discussed briefly our methods of dealing with the three major problems in curriculum construction, as well as several principles underlying the whole enterprise. Throughout the research program an attempt is being made to keep in mind the twofold character of curriculum research: on the one hand, synthesizing what is known at the moment and, on the basis of this, building the most effective curricula possible; and on the other, extending our knowledge of the underlying relationships to develop more adequate data which in turn will make possible more adequate curricula.

There are numerous special problems that arise in connection with the different types of changes produced in learning. These are discussed in greater detail in the references cited. The purpose of this paper has been to outline the major guiding principles and to demonstrate the application of a few of them. In the writer's judgment, these principles have an application in the construction of curricula in practically all fields.

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CURRICULUM-MAKING

at

State Teachers College, Farmville, Virginia

J. P. Wynne, Head of Department of Education and
Director of Teacher Training

For the last quarter of a century curriculum-making has been a specialty at the Farmville State Teachers College. For many years members

of the faculty have been speaking of their studies in terms of the curriculum, whether they were dealing with the construction of courses of study or methods of teaching. This tendency suggests that they have long thought of the curriculum as being more inclusive than the course of study and the activities involved in its production. During the last seven or eight years they have definitely come to think of curriculum-making as any means whatever that may be employed in the improvement of the experiences of the pupils in their Training Schools. On occasions they have undertaken to construct courses of study but such undertakings were always conceived as only one means and not the sole means of improving the curriculum.

Three historical stages may be distinguished in the development of our curriculum principles and practices. The first stage corresponds closely to the administration of Dr. C. W. Stone as Director of The Training School, 1908-1916. It was through his influence that interest in curriculum-making was aroused in other members of the faculty. Dr. Wm. A. Maddox, who as a member of the Farmville faculty cooperated with Dr. Stone in the undertaking to develop a new course of study, describes the general principles of procedure as follows:

"Among the practical efforts to re-organize the curriculum, the Farmville, Virginia, Training School Course of Study, finally printed in 1914, and Guides to its formulation deserve notice. This is a product of faculty co-operation under the leadership of Dr. C. W. Stone, now of Washington State College. The present writer was associated in this attempt to incorporate current theory in practice. Professor Dewey's definition of education as reconstruction or cultivation of the child's experience led Dr. Stone and his co-workers to use three stages in learning: First, motivation or establishing the pupil's aim--the teacher enabling the pupil to discover inadequacies in his past experience and seeking to arouse consciousness of need for improving it. Second, meeting the need--the teacher supplying the sources in materials and suggesting the appropriate procedure for information, problem attack, drill, enjoying, etc. Third, merged with the second step, using the newly acquired fact or skill." (1)

The courses of study and the learning-teaching activities in the Training Schools were organized in two ways. First, centers of interest cutting across all subjects were selected for each grade and elaborated into sub-centers or aspects very much like the organization found in the New Virginia Courses of Study now in process of development. The center of interest and its aspects for the second grade, which were typical of the organization of all grades, were as follows:

"Surrounding Occupations

1. Gardening
2. House building
3. House furnishing" (2)

(1) Maddox, William A. - Development of Method, in Kandel, I. L. (Editor) Twenty-Five Years of American Education, New York, Macmillan Company, 1924. pp. 161-162.

(2) Training School Course of Study of State Normal School for Women at Farmville, Virginia. 1914. p. 46.

Second, the subject organization involved the ordinary school subjects of the time. In the Training School Course of Study the centers of interest were elaborated in the first part and the subjects in the last part, similar to the organization of the new Tentative Course of Study for Virginia Elementary Schools. But the two types of organization did not mean that some activities were to be organized by interest centers and others by subjects. Interest centers and subjects represented two different ways of organizing the same field. In any grade the teacher would think of her work either from the standpoint of the aspects of the center of interest or from the standpoint of the different subjects.

The second stage of curriculum-making at Farmville extends from about 1918 to 1924. During this period school people everywhere were interested in what was known as the scientific movement in education. Dr. W.F. Tidyman, Director of the Training School, was interested in the teaching of the elementary subjects, especially spelling in which field he has made an important contribution. During these years the project method, which represents a more refined and elaborate development of the conception of method employed in the Training School Course of Study, was popularized. Although the conception of the project method was accepted by those members of the faculty who had worked with Dr. Stone, this broader attitude toward method was objectionable to others. Furthermore, courses of study for the grades and the high school were constructed under the guidance of the State Department of Education during this period. Interest in a course of study for the Training School was shifted to the new state courses of study in the preparation of which members of the Farmville faculty were engaged. These state courses of study replaced the Training School Course of Study in the Training Schools. Some things were now to be taught by projects and others by subjects, whereas, in the Training School Course of Study, all things were to be taught by units, corresponding to what was later called projects, and subjects at the same time. The main difference was that in consequence of the influence of the Training School Course of Study more emphasis was given to projects or large units than was customary in the public schools of the state.

The third stage in the curriculum work of the College extends roughly from 1927 to the present time. The efforts described under the second stage continued to shape the curriculum policy of the Training Schools after the beginning of the present administration of Teacher-Training in 1924 until about 1927. Until that time there was little change in the kind of work from that which was done during the previous administration. The general policy of dividing the field between the subject teaching and the so-called projects in accord with the dominant spirit of the times continued. This attitude was embodied in the courses of study constructed with the assistance of members of the faculty and then employed as a basis of instruction in the Training School. At this time the expansion of the College and the inclusion of a number of rural consolidated schools in the teacher-training organization of the College required for a while that the emphasis be placed on administration.

By 1926 several circumstances aroused the administration of teacher-training and certain members of the faculty to the development of new courses of study for the use of our student teachers and supervisors in the Campus

Training School and in the associated schools. First, the state courses of study for the construction of which members of the faculty had been partly responsible were rapidly becoming obsolete and some definable program of work of a different character seemed imperative. Second, the spirit of a unified and integrated point of view represented in the Training School Course of Study began to assert itself and made it impossible for us to continue as a house divided against itself indefinitely. A philosophy of education was necessary and the best way of developing it that appeared to us was the co-operative construction of courses of study for our Training Schools.

In order to get our bearings we made a study of the Training School Course of Study. It appeared that the formulation of some general attitude toward education was essential. We then defined the curriculum in terms of the experiences of the pupils. While the work on the courses of study has proceeded our philosophy has become more clearly defined in terms of a set of principles which may be stated in summary as follows:

1. All selections (of aims, activities, materials, and procedures) should satisfy the experienced needs of the pupils.
2. All selections should contribute to the achievement of the functional aims of education.
3. All selections should contribute to the continuity of experiencing.
4. All selections should contribute to the unity of experiencing.
5. All selections should provide for selective choice on the part of the pupils.
6. All selections should be contingent in that they are relative in meaning and significance to a given practical situation.

These principles, or similar ones from the use of which these have emerged, have been employed as criteria in our whole curriculum program, including not only the construction of courses of study but also the development of the activities of the learning-teaching relationship. They have been employed in the selection, formulation, and employment of aims or objectives; in the selection and organization of content or scope; in the selection of subject matter involving materials and equipment; in the planning, development, and evaluation of units; and in making assignments, guiding study, and conducting recitations as factors functionally related to the initiation, development, and culmination of learning-teaching units.

Through the application of such principles a consistent point of view seems to be emerging and gradually pervading the life of the whole institution. The point of view represents an adaptation of the original conception employed in the early days when Dr. Stone was Director of the Training School, modified in so far as possible to meet the requirements of changes in civilization and developments in the field of science. For instance, the conception of experienced need as the initial stage in learning seems to be in line with the philosophy of Dr. Stone and his collaborators and at the same time seems more consistent with recent developments in science than does purpose in the ordinary sense. This principle and the principle of functional aims seem to overcome the over-indulgence which has resulted in the current reaction against the methods of certain progressive schools.

In consequence of this co-operative effort in dealing with curriculum problems, during recent years the following studies have been published:

The Training School Course of Study for the Kindergarten, First, Second, and Third Grades. 1932.
Principles and Techniques in Curriculum-Making. 1932.
Teaching History in the High School. 1933.
The Learning-Teaching Unit. 1934.
Source Materials on the Learning-Teaching Unit. 1934.
Uses of the Class Period in Unit Teaching. 1935.

It seems that we are now entering upon a new stage in curriculum work. Our efforts, it will be recalled, during the last seven or eight years have been concentrated on the development of courses of study to meet a need we keenly experienced. There were no adequate state courses of study, and we proceeded to develop some for our own use. Just as we began to publish our materials the current State Curriculum Program was launched. Since the College is part and parcel of the state system of education, the effort of the faculty will now be guided by the demands of the more inclusive program. The completion and publication of our course of study for the grammar grades and several of the high school courses of study have been delayed because of our participation in the current State Curriculum Program. What will be done with these courses of study is contingent upon the needs of our local situation and the demands of the state.

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LIBERALIZING THE CURRICULUM OF THE
LOS ANGELES CITY SCHOOLS - A Summary*

William B. Brown, Assistant Supervisor
Secondary Curriculum Section

A survey recently made in the Los Angeles city schools to determine how much progress had been made in rebuilding the curriculum along more functional lines was revealing of some decided changes. The developments and trends gave abundant evidence of some striking departures from the more traditional procedures. It should be of considerable interest to note that practically all of the changes showed the dominant influence of a recent movement toward an increased informalization of teaching procedures, and an increased unification of learning activities of pupils. It is manifest from the report that there is under way a transformation and a re-orientation of the entire instructional program much more in keeping than in the past with the needs of the present day school population, especially in the high schools and much more adjustable to the changing complex world of which the schools are a part.

The many phases of revision in the various subjects, courses of study, and instructional fields described in the survey, are too extensive

* Liberalizing The Curriculum of the Los Angeles City Schools. Report of the Council of Directors and Supervisors. Los Angeles City School District. June, 1935.

even to be presented in outline form. However, to show the direction in which the program is proceeding, some of the more significant developments can be mentioned.

At the elementary level there is every indication that a program of liberalization has been under way for a number of years. In fact it is apparent that the secondary schools of the city are becoming an upward extension of the elementary schools, adopting many of the better practices of the latter. The emphasis at present in the lower grades is not so much on rebuilding the curriculum as it is upon the obtaining of "facilities for carrying out further a liberalized policy already in effect providing appropriate curriculum material, and continuing to develop in teachers the necessary points of views and techniques."

Some noticeable subject trends in the elementary schools include: an increasing use of Social Studies content, a decreased use of formal mathematics accompanied by an effort to devote more attention to the Social and economic uses of arithmetic, the preparation of a science course of the study for the middle grades, and the placing of greater emphasis on the reading interests, needs, and abilities of children. Accompanying these subject developments has been the increased acceptance of the general viewpoint that separate subjects as such have little or no place in the elementary grades. "We believe that the curriculum should be built around the interests and needs of children, letting subject matter be drawn from whatever available source may present itself," to quote Dr. Veverka, Director of Elementary Curriculum. Mention should also be made of the increasing efforts to provide special opportunities for exceptional children. In this connection some progress has been made in setting up separate classes for gifted pupils and adjustment groups for those needing remedial help in reading and other skills.

While the changes at the secondary level have not kept pace with those at the elementary, still there is every evidence that a program of fundamental revision is under way in the high schools which holds great promise for the immediate future.

In the field of English and other social studies, there is a noticeable trend toward a unified basic course including related science, art, and music. This program has been tentatively developed for grades seven to eleven. Both the single and double period approach is used. The primary emphasis is on social and cultural studies, dealing with ever widening spheres of interest at the elementary level; the development of the narrative story of America in grades seven and eight; life and culture of other peoples, past and present, in grades nine and ten; and problems of contemporary America in grade eleven. This program is designed primarily to develop those social and civic qualities which should be common attributes of all pupils.

In English as a separate subject, there is manifest an increasing emphasis on creative work in oral and written composition, training in correct usage, and a more extensive attention to contemporary literature of America and other nations of the modern world. This has been accompanied

by a greatly decreased amount of drill in formal grammar and a less intensive study of the "classics".

Trends in the Social Studies field are summarized in the following eight points given in the report.

1. A greater fractional part of the total program of studies of the secondary pupil is being devoted to social studies.
2. The social studies are coming to be more concerned with social, cultural, and economic aspects of human relations and less with the chronology of political and military history.
3. More time and effort is being given to the study of life and culture of contemporary peoples.
4. Teachers are becoming more aware of the educational significance of their own social philosophy.
5. Pupils in social studies classes are dealing more with live and sometimes controversial issues and less with the innocuous.
6. The entire program of social studies is being planned as a progressive sequence of educational experiences instead of so many unrelated courses to be "taken".
7. Provisions are being made for a better unification of social studies and closely related subjects such as literature, English usage, and certain descriptive phases of music and art.
8. Geography is being discontinued as a separate course in the junior high but the various peoples of the world are to be studied in their geographic setting.

In the field of science, there is a noticeable shift of emphasis from the producer's science to that of the consumer. It is hoped that with this change the science program can be placed on a more functional basis with a decreasing emphasis upon the traditional college preparatory subject content. A continuous three year program for the junior high school has been developed with the seventh year work being planned in collaboration with the industrial arts. There is also some experimenting now taking place with a general "Physical Science" course for grades eleven and twelve. In the related field of mathematics, there has been considerable pruning above the eighth year. Upon consideration is the development of a tenth year applied mathematics course, and a reduction of the required senior high school courses.

Greater stress is being placed, in commercial education, upon the personal uses of general business information and simple commercial skills. Among the new developments in this field are included the following courses: Everyday Business, Shorthand for Personal Use, and Record Keeping for Personal Use. The general aims in this field are being directed more toward giving pupils a better insight into business and economic conditions rather than

providing a highly specialized commercial training.

Art and music in the Los Angeles city schools are making increasing contributions to the basic social and cultural orientation program, as well as furthering their own unique educational contributions. The enriched social studies treatment makes many demands upon art and music teachers. In several of the schools some of these teachers give their entire time to aiding and furthering the program of cultural studies. Apart from this contribution to the basic course, there has been a decided change in emphasis from the reproductive to the more creative type of experiences in the art program. Every effort is made to develop desirable art habits and attitudes through pupil choice of art interest, discussion of art experiences, acquaintance with available art mediums, production in clay, water color, calcimine, and charcoal; and the enjoyment of art through appreciative and creative endeavor.

In teaching music, every effort has been made to provide increasing opportunities for self-expression and preparation for participation in the musical life of the community. Further, there has been a growing interest in A Cappella singing; superior instrumental talent is being recognized and featured through the maintenance of All-City instrumental groups; and every effort is being made to center attention upon intelligent appreciation of the music that surrounds the pupil in his everyday life, including radio offerings, concerts, and other community musical events.

In the industrial arts there is a noticeable decline in specialized training in the more technical trades. This training is being relegated to the junior college and trade schools. There is an increasing emphasis on training for the worthy use of leisure time; a closer relation is being made between industrial, scientific, and cultural studies; and more attention is being given to instruction in simple household repairs and adjustments. Looking at the field broadly, there can be observed a greater amount of training for intelligent consumption of goods and services and a postponement of strictly vocational training to higher grades and specialized schools.

Apart from the developments in the separate fields of learning, there are certain manifest trends of a general nature which can be noted in practically every part of the instructional program. They include:

1. A shifting of emphasis from learning as a passive process of absorbing prearranged and prescribed subject matter into a much more active process in which the pupil is an active participant in the planning and developing of each unit, as well as in the learning activities.
2. The fusion of compatible subject fields and materials, by removing some of the traditional department "fences".
3. A greatly increasing emphasis on the adaptation of teaching to individual differences of ability and interest.
4. An increasing informalization of teaching procedures and unification of the learning activities of pupils.

5. Subject matter being considered of value only as means to more important ends.
6. The dethroning of the sacred "single textbook" by placing more emphasis on the building up of classroom reference libraries. This includes the use of multiple sets of books, and the partial decentralization of the main library.
7. A growing realization that "how to teach" cannot be considered as something apart from "what to teach".
8. Grades being used primarily as the balanced evaluation of the social and emotional, as well as the intellectual, growth of the pupils--rather than the purely objective indication of the degree of mastery of subject matter.
9. A recognition that objective and formal type tests are inadequate devices for measuring all desirable educational outcomes, and that more emphasis must be placed on problem solving, situation interpreting, and attitude revealing tests.
10. A widespread realization that the instructional program in the secondary schools must develop along general, foundational lines rather than in terms of specific skills and vocations.

There are other general developments taking place in Los Angeles, but the above are the most significant and should give a fairly clear idea of the trend which curriculum building is taking in this city. There have also been a number of special developments of considerable interest. Some progress can be noted in the freeing of the secondary schools of the district from the dominance of university requirements. Four high schools have been liberated from the usual college entrance restrictions and are free to embark upon extensive programs of curriculum reorganization, entirely apart from the program for the rest of the schools. Further there has been a city wide reduction and limitation placed on the amount of home study ranging from its complete removal from the first eight grades to its restrictions to one and one half hours four nights a week in the senior high schools. This change, particularly, has encouraged the extensive use of the hour period in the secondary schools with its many beneficial effects. Cutting down on home study has also resulted in increasing the emphasis on education for the worthy use of leisure time. One or two schools have established and others are contemplating providing one period in the school day for the voluntary pursuit and cultivation of leisure interests. A change is further to be noted in the system of marking, formal grades having been completely abolished at the elementary level and fundamentally revised in the secondary schools.

From this summary it is quite apparent that genuine progress has been made in liberalizing the program of studies in the Los Angeles schools. The instructional pattern has progressed a long way from a rigidly departmentalized, academic college preparatory type of work, to a curriculum sensitive to the real needs and interests of the great mass of pupils, and constantly

subject to adjustment to the changing world of today. And from the evidence in the report, there is every hope that this trend toward a more functional and flexible curriculum will become even more pronounced in the immediate years ahead.

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FUNDAMENTAL FACTORS IN BUILDING A BUSINESS
EDUCATION CURRICULUM*

Eleanor Skimin, Editor of
National Business Education Outlook, Annual Publication of
National Commercial Teachers' Federation

A careful study of the contributions to the National Business Education Outlook on the subject of "Curriculum Building in Business Education" reveals that some form of education for business may be found in every type of educational institution, although some institutions may not offer business training. Education for business offers something for all school ages and for all abilities; it challenges the highest ability and offers opportunity to limited ability.

The general practices followed in formulating business curricula have been the same as those followed for other types of education, and, to a large extent, the practices have been the same on various institutional levels. What are the factors to be considered? First, there should be a determination of the basic objectives of society, of education, and of the particular skill or subject for which the curriculum is to be formulated. These should constitute the criteria for the selection and arrangement of individual courses of study. Second, those who organize the curriculum should be aware of the trends in American life -- economic, aesthetic, and social, and should be trained in the laws and principles underlying learning and understand the procedures and techniques of curriculum building. Third, there should be a definite plan organized around objectives to accomplish the educational purpose. Fourth, they should understand that the curriculum cannot be static in a society as dynamic as ours.

The business education curriculum must place its emphasis on the specific results which are to be obtained in this particular field. It must be realized that while business education is not a complete education in itself, it is a component part of all organized education, for business experiences are a part of life activity of all people. This philosophy manifests itself particularly in different courses of study which are to serve specific objectives such as vocational and social business subjects. This curriculum must develop skills, attitudes, and understandings which are essential for successful direction of the present and future social order. From the great mass of experience must be selected those which are necessary for the individual who is living in this highly complex society and who must intelligently initiate, organize, and direct the changes which must occur in an ever-changing society.

* A summary of 1935 Yearbook of the National Commercial Teachers' Federation which was devoted to Curriculum Making.

We must consider first the objective of education, next how this objective affects the business education curriculum, and third, how this objective of education adds in defining the objectives of courses of study and the individual studies within the course. After the objectives have been determined, content must be planned in order that the desired ends may be obtained. To select valid content, criteria must be set up. If the content is to develop a high degree of skill in performing a particular job, then great emphasis should be laid upon high frequency of occurrence in stated practices. The content should contain only topics of greatest relative value. Too frequently content is clogged with activities interesting in themselves which are of little or remote value in achieving the objective set forth.

In order that the objectives of education may be satisfied, a definite organized plan of procedure should be developed. Fundamental factors should be recognized and procedures planned and adapted to them. This plan, with its resultant outcomes, is curriculum construction. The procedure necessary to make the plan one of unity will be determined by those charged with molding educational policies and administering the schools.

The following steps are suggested:

1. Recognize a need for curriculum revision. Select and organize those who shall make it.
2. Determine the major objectives of education of the particular curriculum and of the individual courses of study thereby constructed.
3. Formulate guiding principles and define terminology to be used in writing curriculum.
4. Select, organize and coordinate content.
5. Determine methods appropriate for the individual courses of study of the curriculum.
6. Determine desirable outcomes and means of measuring results.

We feel the need for a revision when we realize that the great body of knowledge which has become so deeply entrenched in our educational systems does not adequately educate for our modern society with its social problems and changing school population. When it is recognized that our old procedures do not take cognizance of all experiences of the individual, and especially those which occur with high frequency; when it is realized that both common and specialized activities must be reached in the curriculum and that individuals must be trained to do reflective thinking; when we realize that many changes are taking place in occupations; when we follow recent trends in enrollment in certain courses; then the curriculum building program is undertaken.

Business education courses are usually designed to produce two, and only two, kinds or classes of educational values; namely, the vocational and the cultural. It is quite likely that with the expected changes in education

the cultural objectives may soon prove to be of far greater significance than the supposed vocational objectives. It is suggested that American educators remember to distinguish critically between realistic, honestly functional, vocational education and the fragmentary, wishfully planned, and too often, futile forms which many of our schools have offered.

If order is established in our business education curriculum; if society and business are kept from running into any more economic catastrophes, planning in education must be begun. Planning makes for a more scientific gathering of facts; for a better understanding of the functions of education. Perhaps education for business will make its gift to civilization in what it will continue to contribute to general education. Vocational business subjects have moved upward for various reasons. Mr. Barnhart's "Study of Trends in Employment and Trends in Enrollment in High School Business Subjects" lends objectivity to this statement.*

By way of summary: I have discussed very briefly a few of the fundamental factors necessary in the building of a business education curriculum. It is evident that there is a wide-spread raising of standards in the business education curriculum in all types of schools -- public, private, teacher training institutions, and in adult education schools. The challenge is made to business educators today to make their offerings square with present-day demands of business and society. We may not be facing a crisis in the field of business education; we probably are not in need of a complete new deal; but we are challenged to prove that we are cognizant of the need for modifications of our program for training and to demonstrate our ability to keep pace with rapidly changing economic and social concepts.

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A SUGGESTED TECHNIQUE FOR THE SELECTION OF TEXTBOOKS

C. L. Cushman, Director of Research and Curriculum,
and Theodore D. Rice, Chairman, Senior Social Studies
Committee, Denver Public Schools.

There is a rapidly-growing tendency to move away from the textbook as the one source of printed information available to students. In many classes the use of classroom libraries has been developed to the point where no one book is thought of by either pupils or teachers as a text. This is all to the good. But the fact remains that, in the great majority of school classrooms, the textbook continues to be one of the most important sources of information available for class study; so important that we cannot afford to let its selection be left to chance factors.

It would indeed be unfortunate if in any school system the adoption of a new textbook were to retard the movement toward the use of extensive reference materials. There is no need, however, for that to be the case.

* Earl E. Barnhart, Chief, Commercial Education Service, Office of Education, Washington, D. C.

Indeed, the occasion of the adoption of a new textbook in any school should invite a general reconsideration of the place which the textbook should occupy in the classroom procedure of that school.

Any committee charged with the responsibility of adopting a textbook for any given subject should proceed through asking itself such questions as the following:

1. What are we trying to do for boys and girls in this subject?
2. What use should we make of a textbook in attempting to achieve that end?
3. What are the characteristics which are essential in such a textbook?
4. What objective evidence can we gather to show the extent to which various texts have those characteristics?
5. By what process can we come to valid conclusions relative to those matters for which objective evidence cannot be obtained?
6. On the basis of the objective evidence which we have gathered, supplemented by subjective opinions for matters not subject to objective testing, what book do we conclude will best serve our ends?

The material which follows is intended to present illustrations of the way in which a committee of teachers proceeded in accordance with the foregoing steps in the adoption of a textbook for a course in world history. The limited space available for this presentation makes it impossible to present anything like a complete report of the work of the committee.

The Use to Be Made of a Textbook

The teachers who were members of this committee first took into consideration the fact that classroom libraries of approximately one hundred volumes each, made up from thirty or forty different titles, had been provided for a majority of the world history classrooms of the schools concerned. The committee was faced with the question of whether the textbook should in this situation be of the nature of a handbook of facts or should present a philosophy of history. After conferring with a number of teachers, the committee agreed unanimously that the latter type of text was most desirable for the situation at hand.

Essential Characteristics of a Textbook

The following characteristics were agreed upon as being essential to a book that would serve in the classrooms concerned. Some of these characteristics are perhaps essential to the work in history in all schools. The committee felt that others had special reference to the schools immediately concerned.

1. The treatment throughout should be such as to emphasize the ceaseless change which takes place in all society.
2. The treatment should be such as to give each pupil the feeling that he, too, is having some part in the sweep of history. It should give him a sense of being a participant and not a mere onlooker.
3. The style and content should be such as to make each pupil leave the subject with the desire for more history. In this connection, it is well to bear in mind that our world history classes are now made up of a non-selected group of pupils, rather than a selected group such as characterized the high school of past generations.
4. The treatment of past ages should develop an understanding of both the contributions and the unsolved problems which they have left for our own times.
5. The treatment of each period or people should concern itself with all types of human activities, avoiding an over-emphasis upon political and military events.
6. The treatment of each period of the past should contain frequent references to events in the present, thus encouraging the pupil to see characteristics of his own society in the past and of past societies in his own.
7. The treatment should be such as to raise questions which will necessitate further reading outside of the text. In so far as an encyclopedia factual treatment is apt to defect this purpose, such a style of text is not desired.
8. The major emphasis of the text should be upon the society in which we live today. The treatment of the changing governments of modern times should be especially challenging.
9. "The test of definiteness and concreteness is under American conditions the first step to be taken in the examination of a textbook and the most important." -- Professor Henry Johnson.
10. The material must appeal to students and not be too difficult for tenth-grade pupils.
11. Where facts or interpretations are open to question, the treatment should encourage openmindedness.

Examples of Objective Evidence Gathered
by the Committee

1. If the textbook adopted was to stimulate increased use of the materials available in the classroom libraries, it was important that the references to supplementary reading frequently should be to books in the classroom libraries. A study of the references to supplementary reading contained in several leading texts showed that one of those texts made only

fourteen references to books which a pupil could find in the library of his room, while another text made more than one hundred references to such books. The number of different supplementary books recommended for pupil reading ranged from seventy to three hundred fifty.*

2. One measure of the extent to which a textbook treats the development of all human culture can be obtained by classifying the illustrations of that text as they relate to various types of human activity. The following comparison shows what such a study revealed for two books which were considered:

<u>Nature of Illustration</u>	<u>Number of Illustrations</u>	
	<u>Book A</u>	<u>Book B</u>
Political life	68	78
Military life	29	26
Religious life	48	20
Economic and social life	83	33
General culture including art, architecture, edu- cation, and the like	110	31
Scientific developments	<u>22</u>	<u>6</u>
Total	360	194

3. As the procedure of any classroom moves away from a page-by-page study of the textbook, it becomes increasingly important that the index of the textbook used should be complete. To test the adequacy of the index of each of the books considered, the committee selected from a vocabulary list of names, dates, and events common to world history one hundred different items and sought to locate these in each book with the aid of the index. The results obtained for two textbooks are shown:

	<u>Number of Items</u>	
	<u>Text A</u>	<u>Text B</u>
Item found with original wording	37	59
Item found but with different wording	29	36
Item not found	<u>34</u>	<u>5</u>
Total	100	100

4. To test pupil reactions to the various texts considered, two separate studies were made. The aim of the first of these studies was to secure pupil reactions to material when removed from the setting of the complete text. For this purpose the material dealing with nine important topics of history as given in each of five different books was mimeographed and given to pupils. They were asked to compare the five different treatments given to each topic and to rank them in order of preference, beginning with the treatment of greatest interest and proceeding to the one which seemed least interesting.

* A recent promising textbook in American history includes references to more than five hundred different supplementary books. Even in schools where excellent libraries are available, the likelihood of finding books referred to in such an extensive list will be so small as to make such references of slight value either to pupils or to teachers.

The second study sought to obtain pupil reactions to the textbooks themselves. For this purpose copies of the books under consideration were placed in a selected group of classrooms where pupils might go to them for supplementary reading. As pupils became acquainted with the different books, they were asked to express their opinions as to the one which would best serve their needs.

Examples of Subjective Evidence Gathered by the Committee

1. The same sections of the books which were given to pupils in mimeographed form were given to teachers, with the request that they comment upon the relative merits or inadequacies of the separate presentations. As the committee studied the comments of different teachers, it gave some consideration to the relative competence of teachers to speak on different topics and from different points of view.

2. Teachers were asked to vote upon the relative merits of the introductions of the texts considered. The committee suggested that these be judged on the basis of the adequacy of the statements of objectives which they provided, the value of the suggestions given relative to methods to be employed in studying the subject, and the general help they would give in motivating the work of the year.

3. The committee agreed that the questions at the conclusion of each chapter or section of a text should encourage a review of the most significant facts covered, should assist the pupil in organizing those facts in a meaningful way, and, of more importance, should stimulate thought relative to the interrelatedness of the material of the chapter to what had gone before and what would follow. The questions given in different texts following the treatment of such topics as the Renaissance or the peace treaties following the World War were compared by different teachers in accordance with these criteria.

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Similar comparisons were made to get opinions on the relative merits of such items as suggested projects, chapter summaries, charts, maps, and the like.

The Final Selection of a Text

Before examining the objective evidence and the subjective judgments relative to various features of the books, as gathered in accordance with the techniques previously suggested, the members of the committee had individually studied with care the books which the committee felt were of most promise.

Perhaps it would have been advantageous for the committee to have prepared a flexible rating scale to be used in compiling the evidence and judgments which had been obtained. Actually, this was not done because the committee felt that the data gathered did not lend themselves to such an arithmetical treatment. The committee felt that its purposes would be served better by spending one day in examining the data gathered, in preparing a summary statement for each text on the basis of those data, and in making the

final selection after comparing the summaries.

Summary: If there was anything unique in the techniques employed in this adoption, it was that the committee first determined just what characteristics would be needed in a textbook to be used in the schools concerned, that it then gathered a great mass of objective evidence to show the extent to which various texts met those characteristics, that it supplemented this with the opinions of many teachers upon important features of the books considered, and finally, that the committee took ample time to examine the evidence thus brought together.

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Review

Trillingham, Clinton C., The Organization and Administration of Curriculum Programs. Southern California Monographs, 1933-34. Series, Number 4. University of Southern California Press, Los Angeles, California. By Donk S. Campbell.

The administrative aspects of curriculum development constitute a problem of first magnitude. This is particularly true in view of the broadening concepts of the curriculum and the resulting changes that are implied in the routine of the school. The author of this study presents in organized form material for the guidance of administrative officers in planning and carrying forward curriculum revision in city school systems. Certain principles that should govern administrative procedures in curriculum development are proposed and a plan for organizing curriculum programs in cities of more than 50,000 population is presented in detail.

The materials upon which the study is based are derived from two sources; the literature that deals with the administration of the curriculum, and current administrative practice relating to the curriculum in 100 city school systems.

The author has made a thorough resume of the findings of other studies and has organized them in such a manner as to make them easily used for reference. The organization of the findings in terms of major administrative functions is one of the strongest parts of the study.

Data showing present practice in city school systems were obtained by means of a check list questionnaire consisting of 49 items. The results are presented under four general divisions, Organizing and Administering Curriculum Programs, Participation of Personnel, Cost, and Value of Curriculum Programs. A succinct summary at the end of each chapter shows prevailing practice.

The recommendations represent a careful combination of what the author interprets as best practice and the opinions of those who have written in this field. The strength of the study lies in the thoroughness with which this has been done. Judged in terms of extending the frontiers of knowledge,

one might question whether the author has made a contribution. However, when judged in terms of bringing to bear on a significant problem the essential data and opinions of scholars, the book possesses genuine merit.

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BUILDING AMERICA REPORTS PROGRESS

Paul R. Hanna
Chairman of Editorial Board

General Education Board gives \$15,000.

Many of the members of the Society are already aware of the splendid financial backing we have had to date in the research and publication of our Building America text materials. During the first year a small group of members contributed from \$5 to \$200 apiece out of their savings to establish a capital fund with which to start work. Lincoln School of Teachers College furnished the full time of Dr. James E. Mendenhall to edit our materials and gave us office space and equipment. Toward the close of the year Dean Russell and Dr. Newlon authorized the expenditure of \$1,500 to pay for the printing and mailing of 20,000 copies of the Housing issue for publicity purposes. The Federal government through FERA furnished us with twelve clerical and research workers. And to complete our outstandingly successful first year the General Education Board of the Rockefeller Foundation granted us \$15,000 for research, publication, and promotion for the year June, 1935 to June, 1936.

Project requires large budget.

This is a project of large proportions. The budget calls for:

Expenses

Editorial Work and Printing.....	\$17,400.00
Research Work.....	9,800.00
Business Management and Promotion.....	<u>21,934.00</u>
	\$49,134.00

Income

Lincoln School.....	\$ 6,144.00
Federal Government.....	14,240.00
General Education Board Grant.....	15,000.00
Income from sales of Picture-texts.....	<u>13,750.00</u>
	\$49,134.00

This budget is made on the assumption that we sell an average of about 15,000 copies of each of the eight issues during the year. Our problem now is one of sales.

Promotion work by Paul Drost.

Paul Drost made a trip to Denver and intermediate points during July. In order to inform the members of the Society on the promotional aspects of this project we quote from a letter written by Mr. Drost at the

culmination of his trip:

"Denver Conventions. At the American Library Association we distributed over 500 copies not only to librarians but to school officials of various ranks as well. We had an excellent social studies teacher in charge of the display booth, who knew a great many of the local people. This enabled me to sit in on a panel at Denver University, chairmaned by Les Cushman, discussing the modern problems of youth and youth as a national problem. I quite naturally suggested that the educator's role was fairly clear, and that was to enable the young people to see the nation's problems more clearly in order to deal more intelligently with them. I then told them of BUILDING AMERICA. Later I was invited by Miss Margaret Burnett, President of Department of Adult Education, to tell about BUILDING AMERICA at the breakfast meeting of leaders in adult education and again to sit in on a panel of the training of teachers for adult educational work.

Just prior to the opening of the N.E.A. Convention, I spent several days at Colorado State College at Greeley where Earle Rugg gave me ten minutes to tell the opening general session about our project. We also exhibited in the college halls. Gave out about 250 specimen copies, received a notice from the campus paper, had various faculty members, Clyde Miller, Goodwin Watson, Dr. Wrinkle and others, announce it in their classes and had the opportunity of speaking to a class of teachers in rural education myself.

During the N.E.A. Convention we were the envy of commercial publishers in having a prominent display booth in the lobby of the East High School where the secondary school and the social studies department of the N.E.A. had their meetings. We quickly distributed 250 copies from our booth and could have given more away. From a cursory glance at the cards indicating various people we have contacted, it seems we covered a wide range of school people, both geographically and according to official position. Mr. Anderson, in our office, is making a more careful analysis of the contacts we have made.

University of Minnesota, Minneapolis, Minn. The first stop on the return trip was at this institution where W. E. Peik dropped everything he was doing at the moment and concentrated on the ways in which we might publicize BUILDING AMERICA. He introduced me to at least half a dozen faculty members who agreed to mention BUILDING AMERICA in their classes. He himself was scheduled to speak at a conference on recent trends in curriculum construction. He spoke of six trends, then as the seventh said he had the pleasure of introducing a man who would tell them about one of the most significant developments in the field of text materials. I spoke about fifteen minutes on BUILDING AMERICA. Mr. Peik will see that an announcement on BUILDING AMERICA will appear in the earliest fall number of the Minnesota State Teachers Journal of which his friend Schultz is editor.

Prudence Cutright of the Minneapolis schools is, of course, one of our staunch supporters. Because of her recommendation, the Minneapolis Schools will order 250 annual subscriptions.

In St. Paul, Assistant State Superintendent of Education Amidon thought well enough of our materials to talk a half hour about them after he

had urged me to make my visit as brief as possible since he was overburdened with work.

T. J. Berning of our Society and the State Department, was most cordial. I am sure he will actively and enthusiastically push promotion.

University of Wisconsin, Madison, Wis. Arrived here on a Friday morning. Most of the faculty members had fled the summer heat but Dean Anderson of the College of Education responded cordially to the cooperative non-commercial idea to produce text materials and to the fine appearance and scholarly presentation of the "Housing" and "Food" problem. He agreed to inform members of his staff personally when they returned from their week-end.

Then I dropped in on Mr. Bardwell, the Superintendent of Schools in Madison, and found him very liberal and social-minded. He was, like other school people I met, hesitant at first about supporting our project for two reasons: first, he needed to be assured that this is a cooperative and strictly non-commercial enterprise; second, he wanted to be assured that we were not advocating a particular scheme for solving the nation's and the world's problems. He assured me that we might expect an order from the Madison schools similar to that given us by the Denver and the Minneapolis schools; that is, he expected to place at least ten copies in every junior and senior high school library.

University of Chicago, Chicago, Ill. Had a most delightful visit with Dr. Gray who gave of his limited busy time, not only to introduce me to various staff members, but to go over the "Food" issue. His comments and many constructive criticisms I feel will, together with other editorial reviews, improve this number.

I found Mr. Loomis of the University High School, and Mr. Tryon of the Social Studies Department thoroughly convinced of the need of America for our type of materials. They were telling their classes about them. It was interesting to have Mr. Tryon advise us that we should obtain \$10,000 from somewhere, put a man on the road and tell the school people of the country about BUILDING AMERICA until that fund was used up.

The book store in the College of Education took fifty copies of "Housing". Sales through the book stores are of course not so important as a source of income. They are, however, it seems to me, an excellent and inexpensive advertising medium.

I found another active supporter of the visual approach in Dr. Waples of the School Library Service.

University of Michigan, Ann Arbor, Mich. Here I again found the same enthusiastic support and cooperation as I had in Minneapolis and Chicago. Raleigh Schorling and Dean Edmonson made it possible for me to address four classes consisting of superintendents, supervisors, principals and teachers who are interested in the social studies, rural education and secondary education.

The New York office had, previous to my arrival, sent 200 specimen copies, Teacher's Guides, etc. to each of these universities and some of these were distributed and displayed the time I was there to selected faculty members and to interested key people.

Two important contacts at this place were made. One was with Mr. McClusky, a brother of Dean McClusky, editor of the Educational Screen. He is a keen enthusiastic person who has already written me for more specimen copies of "Housing" to be distributed. Another contact was with Paul Rankin who is on the Text Book Committee of the Detroit Public Schools. He, like other good members of the Society, weighted with lots of work, needed to be reminded of our need for tangible support in the form of subscriptions. He was very much interested in what the Minneapolis and Denver schools had done and promised to take this up with his Text Book Committee on his return to Detroit, suggesting meanwhile that we write two members of the Committee mentioning that we were sending specimen copies to them at his request.

At a committee luncheon meeting with Schorling, the "good word" about this new trend in visual text materials was duly announced.

I also had the pleasure of talking with Edith M. Bader, Assistant Superintendent of Schools at Ann Arbor. She will pass on information about BUILDING AMERICA to the elementary school people and expects to send us an order soon. In her case, as in others I have mentioned, it seems that the good intentions of many of our friends need some personal pressure to translate them into subscriptions.

In each of the places I visited, promotion of BUILDING AMERICA was advanced by contacting members of the Society for Curriculum Study wherever they were faculty members in universities and through them contacting other staff people and announcing BUILDING AMERICA in their classes by their invitation or obtaining their permission to do so. Then we added to our list of cooperating friends many people especially qualified and disposed to enthusiastically support such a venture as ours. The third class of contacts were the people in the State Department of Education who would be most likely to respond positively to help us publicize BUILDING AMERICA. The fourth group were city officials of the local school system.

In talking with the members of the Society, we discussed possible ways in which we might further publicize our project throughout the year in such local and state editorial journals, the editors of which they knew.

The most important discovery of this trip is the need of personally visiting members of the Society in order to enlist their active cooperation. They are all very busy and overburdened with work, but they will help when we knock on their front door. It also seems necessary to personally contact city and state officials for with the high-pressure atmosphere in the realm of text book order solicitation, they seem to be indifferent and insensitive to the usual advertising display. I believe that much of our advertising literature has gone the way of all such material, into the waste basket. After meeting and talking with school people about five minutes, they react with great interest and warmth to the plan, purpose and attractive presentation of our materials. They need to be personally assured, it seems to me, that this is a strictly non-commercial enterprise and that it is a scholarly, objective presentation of social studies facts. The third outstanding problem we need to solve is to teach teachers how to use these materials in various classes and on various grade levels."

NEED LARGE ORDERS

Our annual subscriptions stand at the moment as follows:

Subscriptions - 2,124
Copies of Housing sold - 11,186

We need many orders like the 160 subscriptions received from the Denver schools. Others have ordered ten to 75 annual subscriptions. These school systems are using BUILDING AMERICA as texts or supplementary texts as they have been designed to be used. We are recommending that orders be placed for a minimum of ten copies per class or per school. We feel that more substantial orders will be received as teachers and students become more familiar with these study units.

What is the future of our project? The answer depends almost entirely on how widely these materials are used in American schools and adult education work. We cannot expect to have Lincoln School of Teachers College, the Federal government, and the foundations continue their support indefinitely. They have given us a splendid start. The success is up to us from this point on. If you believe in the type of material your Editorial Board is striving to produce, and if you believe in the principle of co-operative construction of such materials on a non-commercial basis then we shall expect that your endeavor to get schools to use the materials will be productive of large orders.

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STATE CURRICULUM PROBLEMS DEPARTMENT

Kenneth L. Heaton, Editor.

NOTE: With this edition of the CURRICULUM JOURNAL a new section is being introduced which is particularly designed for those responsible for the direction of curriculum service on a state-wide basis. It is the desire to set up a medium of exchange which has been much needed by those responsible for such service in the various states. Brief reports will be given of significant activities, new publications will be listed, questions and problems will be discussed. We solicit both your contributions and your suggestions as to the type of information or help that you would like.

YOUR HELP IS SOLICITED

Curriculum directors are asked to assist in making this a profitable exchange in the following ways:

- a. Send copies of all publications of the present year and new bulletins as soon as they are published.
- b. Let us know whether such are available to members of the Society for Curriculum Study, and the cost, if any.

- c. Send any important news items of general interest.
- d. List questions or problems you would like to have discussed in future editions.
- e. Occasional articles of considerable length will be published in the Journal.

Please address all communications to Dr. Kenneth L. Heaton, Bureau of Curriculum and Guidance, Department of Public Instruction, Lansing, Mich.

RECENT PUBLICATIONS RECEIVED

The policy will be to list all new curriculum publications of state departments as they are received each month. For the initial listing, publications dated during the calendar year 1935 will be included:

Arbor Day. Vol. 21, No. 14 of the Bulletin to the Schools of the University of the State of New York. State Education Department, Albany, N.Y. 16 p. A bulletin of information on conservation activities in the state and suggestions for observance of Arbor Day.

Field Trips of Pupils and Teachers of Connecticut Rural Schools. Department of Education, Hartford, Conn. Mimeographed, 50 p. Includes description taken in various rural schools during the school year 1934-35.

Principles of Child Guidance. Department of Public Instruction, Lansing, Mich. Mimeographed, 9 p. A discussion of the principles of child guidance with quotations from leading psychologists and psychiatrists.

Program of Demonstration and Research. Reprint from Educational Record, April, 1935. Department of Public Instruction, Lansing, Mich. 12 p. Describing the plan of procedure and general principles underlying certain projects of the Bureau of Curriculum and Guidance of the Department of Public Instruction.

Science Guide for Elementary Schools. Department of Education, Sacramento, California. A series of informational bulletins published monthly. The following have been published since January 1, 1935:

No. 6 - Frogs, Toads and Salamanders.

No. 7 - School and Home Gardens.

No. 8 - Trees.

No. 9 - Birds.

No. 10 - Snakes, Lizards, and Turtles.

Students Handbook of Essentials in Methods of Work and Study, Written English, and Mathematics. Department of Education, Columbus, Ohio. 63 p. A survey course for high school seniors. There is also available a battery of achievement tests to be used in connection with the survey course.

Teachers Manual for the High School Senior Survey Course. Department of Education, Columbus, Ohio. 47 p.

Suggested Daily Programs for One-Teacher Schools. Department of Public Instruction, Harrisburg, Pa. A chart suggesting two class schedules covering the so-called "block program" and "modified block program".

PARENT COOPERATION IN THE IMPROVEMENT OF INSTRUCTION

Many efforts have been made to involve parents and other laymen in programs for the improvement of instruction. From the efforts of the Department of Education in Arkansas has come a very interesting publication which might be of value in other states. It is published by the Arkansas Congress of Parents and Teachers under the title, Parent Cooperation in the Arkansas Cooperative Program to Improve Instruction. It was published as a study program by a committee representing the Arkansas Congress and was prepared under the guidance of the curriculum staff of the Department of Education and of Doak S. Campbell and Hollis L. Caswell, consultants from George Peabody College for Teachers. The contents are suggested by the following list of section headings: This Day and Age, Schools Then and Now, Things That Concern People, What Should the School Do, Subject Matter and the New School Curriculum, Educational Policies, Footing the Bill, What Can We Do About It.

TEACHING OPPORTUNITIES IN THE FIELD OF CONSERVATION

It is the aim of education to prepare boys and girls for intelligent participation in the activities of society. Many efforts have been made to achieve this end through the program of the school. Difficulty has been encountered, however, in the attempt to relate such instruction to the actual responsibilities of citizenship and to the daily experiences of the child.

The effort to relate instruction to experience in other fields of teaching have been more successful than in those which are concerned with the development of citizenship. Boys and girls have learned to write in the actual practice of writing, to read in the experience of reading, to be machinists in the activities of the machine shop, to be typists in the practice of typing. These same boys and girls have oftentimes not been provided with these "practice-experiences" in the field of civic responsibility. There must be opportunities for pupils to share the responsibilities and to contribute to the needs of society.

During the past two years the nation-wide interest in conservation of natural resources has provided an opportunity for participation in an important form of social activity. Reforestation projects, C.C.C. camps, the T.V.A., and many other projects have aroused unusual interest among young people as well as among adults. Although boys and girls may not help construct the Norris Dam or even imagine all the social and economic possibilities of the Tennessee Valley project, there are many conservation activities to which they may contribute at an early age.

Several states are now engaged in the preparation of instructional materials in this field. In Michigan, the Department of Public Instruction in cooperation with the Department of Conservation has published two volumes during the past year. The first is a collection of teaching suggestions for teachers of civics, geography, and science, in grades 7 to 9. The second is a story book for supplementary reading in the Sixth Grade. The titles are as follows:

Exploring Michigan's Resources in the Junior High School Classroom. 18 pages. Teaching suggestions for civics, geography and science.

Three Boys Go Camping. 57 pages. A story book for sixth grade children.

A COMMISSION RESEARCH COMMITTEE IN PENNSYLVANIA

A cooperative program of educational research has been launched in Pennsylvania in which advanced students in the university graduate schools of education will contribute to the interests of the Department of Public Instruction. A Commission Research Committee consisting of five school of education deans, the Superintendent of Public Instruction and four members of his staff has been appointed to receive suggestions and select projects for research. According to the plan the wealth of information gathered each year by the Department of Public Instruction is to be made available to university research workers. The schools of education are to file copies of research results with the Department for classification and distribution where they will best serve the function of the responsible persons.

This organization will be concerned not only with curriculum research, but also with the fields of school administration and finance, with personnel problems, and with professional advancement.

PERTINENT PROBLEMS

Requests for discussions on the following subjects have been made. Can you contribute from your experience?

1. Using community resources as a basis for social studies and science curricular materials.
2. Reassignment of topics in arithmetic on the basis of recent research in the field of maturation.
3. Reorganization of first grade curriculum in light of recent research in physiological and psychological development.
4. Materials related to the integration of music in the curriculum.
5. Research activities being carried on under state department supervision.
6. Ways in which state departments are cooperating with other agencies and organizations in carrying on research projects.
7. Methods by which the cooperation of teachers can be secured in putting to effectual use the recommendations of curriculum committees.

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COMMITTEE REPORTS

Membership Committee. State chairmen have been appointed in most of the states already and we hope to have this cleared up completely by November.

I had very gratifying reports on the activities of quite a number of state committees. Dr. Edgar M. Draper of the University of Washington

made a report which contains a number of points included in other reports. For that reason I am including a quotation from his letter:

1. I invited Mr. Swenson of the State Department at Olympia, Washington, and Superintendent John Goddard of Wenatchee, Washington, to cooperate with me on this membership committee. Both of these gentlemen accepted, and we have had one luncheon meeting in Seattle since the organization of the committee.

2. During the summer session there was a conference on the campus which stressed curriculum construction. During this conference I personally called the attention of those participating to the objectives of the Society for Curriculum Study and the values of membership in that organization. A number of school people informed me that they intended to join the Society and receive its publications.

3. Our College of Education is beginning, with the school year of 1935-1936, the publication of a "College of Education Record" which will be sent to the schools of the State and to the universities of the United States. I shall include an article in one of the early issues emphasizing the desirability of belonging to this society, and I believe that that will reach most of the school people of the State.

A list of the names of state chairmen will be included in the November issue of the CURRICULUM JOURNAL.

R. D. Russell, Chairman.

Committee on City School Curricula. At the meeting of the executive committee of the Society for Curriculum Study in February, 1935, I was asked to prepare a report for the CURRICULUM JOURNAL on the trends in curriculum practices and changes in curriculum organization in city school systems.

Under date of May 10, 1935, a preliminary inquiry asking for information on new approaches to the building of the curriculum in city schools was sent to all members of the society who are also members of curriculum departments of city school systems. Replies have been received to date from the following cities: Berkeley, Fort Worth, Grand Rapids, Houston, Los Angeles, Madison, Minneapolis, Pierre, Pittsburgh, and Salt Lake City. If there are members of the Society from cities not included here, who are willing to cooperate in this inquiry, I shall be glad to have them write to me,

A hasty analysis of the replies which have been received to date show that there is evolving among curriculum directors and their associates a new concept of the proper functions of a curriculum department. It is clear that the direction of the production of courses of study is rapidly coming to be viewed as only one among many important responsibilities of such a department.

I propose to solicit the cooperation of several members of the Society in examining the statements which have been received and in preparing a complete statement for an early number of the Journal.

C. L. Cushman, Chairman.

Committee on Text Books. The Textbook Committee is assembling material for the annual list of textbooks. The compilation should be ready for the January 1936 issue of the CURRICULUM JOURNAL. This year the list will be confined to the elementary and secondary fields, not including the junior college. In practice the first two lists have been found most serviceable; the junior college list has not justified the labor and expense, at least, the responses have not justified it.

M. E. Herriott, Chairman.

Committee on Higher Education. The personnel of this Committee is now complete. It consists of W. E. Peik, Chairman, and of the following ten members:

Ralph Tyler	Constance Warren
W. T. Shofstall	C. S. Boucher
J. J. Oppenheimer	E. S. Evenden
John Dale Russell	Malcolm MacLean
Earle U. Rugg	Ralph Leigh

The Chairman of the Committee is formulating a statement of curriculum issues. These will be modified as the result of the meetings of the Minnesota Conference on Research in Higher Education which will be held at the University of Minnesota September 9th to 14th. A number of the members of the Committee will be in attendance at this Conference. After formulation of these issues, they will be sent to members of the Committee for modification and elaboration. The point of view of the Committee on each of the issues will then be ascertained and further procedures ascertained through correspondence.

As a second phase of the Curriculum Committee's activities, a survey of curriculum innovations will be made through an inquiry to all of the higher institutions of learning. These will be tabulated into a report. The Committee aims to have a report ready of these two activities for the February meeting.

W. E. Peik, Chairman.

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NEWS NOTES

A Study of Youth Programs. The formulation of an American Youth Program is the objective of a Commission created by the American Council on Education. The Commission will seek to fill gaps and develop into a consistent whole the varied youth programs with which educational, recreational, health and other community organizations are now striving to meet the demands and solve the problems of the nation's youth.

Mr. Homer Price Rainey, President of Bucknell University, has been appointed director of the project and will devote his whole time to it. At his suggestion the commission approved the making of a comprehensive study of the whole problem, including a survey of all that is now being done for young people and an evaluation of the contributions which are being made by existing agencies.

The commission plans to circulate information in regard to activities now in progress, the promotion of others and its own developing studies. It will also establish "demonstration centres" illustrating approved educational, recreational and health programs, and types of training and experience for selected teachers, counselors and leaders of youth.

A New Publication. The American Education Press has just launched a new enterprise in materials for teachers of current social problems. The publication, which is entitled, OUR TIMES, will be issued every two weeks. The themes for the current year are as follows: Social Security; Population Changes; The Farmer; Industry; Constitution-Then and Now; Housing; Crime; Recreation and Leisure; Transportation; Public Utilities; Money, Banks and You; Citizens and Government; Government and Producers; Growth of Government; Government and World Relations; World Danger Spots.

Arthur H. Moehlman of the University High School, has been given a year's leave of absence to assist in getting the new paper launched, and a committee of faculty members of Ohio State University will assist, checking both contents and methods. Ralph Tyler will represent the Department of Education on the Editorial Board.

Curriculum Revision in Chicago High Schools. It is announced that the Chicago High School curriculum will undergo radical changes, among which are the following: Less foreign language and more science useful to the layman; Less algebra and Latin and more training in elementary economics and citizenship; In English, less written composition and more training in oral expression; More physical education, more handcraft, more drawing of mechanical type, but no fads.

Samuel Everett of the University of Illinois will act as adviser to the program. The changes are designed to adapt instruction to the needs of 80 per cent of the pupils who will not go to college.

List of Courses of Study. From the U. S. Office of Education comes Circular No. 139 entitled, LISTS OF COURSES OF STUDY FOR ELEMENTARY AND SECONDARY SCHOOLS 1930-1935, by Edith A. Wright of the Library Division of the Office of Education. This is a compilation of courses of study on file in the Office of Education Library. It includes State, City, and County courses of study. In addition to the usual information concerning date, grade and number of pages, there is a brief descriptive note after each course.

Walter Hepner Becomes President. On September 1, 1935, Mr. Walter R. Hepner, Chief of the Division of Secondary Education of the California State Department of Education, will become the president of the San Diego State Teachers College of San Diego, California, succeeding Dr. Edward L. Hardy who is retiring from active service. During the past two years

Mr. Hepner has been directing a comprehensive program of secondary school curriculum reorganization. Immediately prior to his assumption of duties in the California State Department of Education he served as city superintendent of schools in San Diego for six years. His experience record includes high school administration and classroom teaching, an assistant superintendency, two city superintendencies and teacher-college and university extension and summer session instruction.

Paul Hanna Goes to Stanford. Paul R. Hanna has accepted an appointment as Associate Professor of Education at Stanford University. His work at the University began in the Summer Session of 1936. Dr. Hanna has for a number of years been on the staff of Teachers College, Columbia University. He has been in charge of Publications at the Lincoln School of Teachers College and has directed research in elementary education at the Lincoln School. Dr. Hanna has also been closely associated in a consultant capacity with the curriculum revision program in the State of Virginia.

Samuel Everett to University of Illinois. Samuel Everett has accepted an appointment as Assistant Professor of Education at the University of Illinois. His new work began September 10, 1936. Mr. Everett has for a number of years been Associate in Research at the Lincoln School of Teachers College, Columbia University.

Keith Tyler to Ohio State University. I. Keith Tyler has become a member of the staff of the Bureau of Educational Research at Ohio State University. His work will be in relation to curriculum construction with special emphasis upon Radio in Education. Mr. Tyler has been connected with the Oakland, California, school system as Assistant in Instruction in Charge of Curriculum. He has for a number of years been a member of the Summer Session Staff of the College of Education at the University of Illinois.

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STATE LEADERS IN CHARGE OF CURRICULUM RESEARCH

Editors: This list of names has been compiled by Kenneth L. Heaton. Additions and corrections are welcomed in order that the list be accurate and be kept up to date.

The capitol city follows the name of each state.

Alabama* Montgomery

C. B. Smith, Director, Division of Instruction.

N. F. Greenhill, Director, Div. of Teacher Training & Certification (Curriculum in teacher-training institutions)

Edgar L. Morphet, Director, Div. of Research (research studies that involve curriculum problems).

* Department of Education

- Arizona** Phoenix
C. Louise Boehringer, Director of Elementary Education.
- Arkansas* Little Rock
Ed. McCuiston
- California* Sacramento
Vierling Kersey, Supt. of Public Instruction.
California Curriculum Commission:
L. E. Chenoweth and 9 others
Geo. C. Mann, Chief, Div. of Adult and Continuation Education.
Walter R. Hepner, Chief, Div. of Secondary Education.
Helen Heffernan, Chief, Div. of Elementary and Rural Schools.
- Colorado, Denver
- Connecticut* Hartford
N. Searle Light, Director, Bureau of Field Service.
- Delaware** Dover
H. B. King, (Elementary Education).
John Shilling, (Secondary Education).
- Florida** Tallahassee
M. R. Hinson, State Director of Instruction.
- Georgia* Atlanta
L. M. Lester
- Idaho* Boise
R. D. Russell, Adviser of High School Curriculum, University of
Idaho, Moscow, Idaho.
General Planning Committee for Elementary grades:
J. W. Condie, Chairman, State Supt. of Public Instruction.
R. H. Snyder, Albion Normal School, Albion, Idaho.
J. E. Turner, Lewiston Normal School, Lewiston, Idaho.
John R. Nichols, Southern Branch of the U. of I., Pocatello, Idaho.
- Illinois, Springfield
- Indiana* Indianapolis
V. R. Mullins, Director, School Inspection Division.
- Iowa** Des Moines
Clara M. Wallace, Supervisor, Normal Training High Schools and
Public Junior Colleges.
- Kansas* Topeka
R. C. Hunt, High School Supervisor.

* Department of Education

** Department of Public Instruction

*** Department of Public Schools

**** State Board of Education

Kentucky* Frankfort

Richard E. Jagers, Director of Teacher Training. Also
Secretary of State Curriculum Committee.

Louisiana* Baton Rouge

Chas. F. Trudeau, State High School Supervisor.
A. M. Hopper, State Supervisor of Elementary Schools.
Miss Clyde Mobley, State Supervisor of Home Economics.
S. M. Jackson, State Supervisor of Agriculture.
E. G. Ludtke, State Supervisor of Trade and Industrial Education.
A. C. Lewis, State Supervisor of Negro Schools.

Maine* Augusta

E. E. Roderick, Deputy Commissioner of Education.

Maryland* Baltimore

E. Clarke Fontaine, High School Supervisor.
T. G. Pullen, High School Supervisor.
J. G. Spitznas, High School Supervisor.
Miss L. Jewell Simpson, Asst. State Superintendent in charge of
Elementary Instruction.
Miss M. Theresa Wiedefeld, Supervisor of Elementary Schools.

Massachusetts* Boston

Burr F. Jones, Supervisor of Elementary Education. (Acting
Secretary of Steering Committee on curriculum revision).
Arthur B. Lord, Supervisor of Special Schools and Classes.
Ida E. Scheib, Supervisor of Safety Education.
Jerome Burt, Supervisor of Secondary Education.
Carl L. Schrader, Supervisor of Physical Education.

Michigan** Lansing

Kenneth L. Heaton, Director, Bureau of Curriculum and Guidance.

Minnesota* St. Paul

H. E. Flynn, Director of High Schools.

Mississippi* Jackson

Frank C. Jenkins, Director, Teacher Training and Certification.

Missouri** Jefferson City

Everett Keith, Director of Research.

Montana** Helena

Elizabeth Ireland, Superintendent of Public Instruction.

Nebraska** Lincoln

J. C. Mitchell, Director, Secondary Education and Teacher
Training.

* Department of Education.

** Department of Public Instruction.

*** Department of Public Schools.

**** State Board of Education.

- Nevada* Carson City
Chauncey W. Smith, Superintendent of Public Instruction.
- New Hampshire**** Concord
Walter M. May, Deputy Commissioner of Education (secondary schools)
Miss Phila M. Griffin, Elementary School Agent.
- New Jersey, Trenton
- New Mexico* Santa Fe
G. L. Fenlon, Superintendent of Schools, Dawson, N. M.
(General State Chairman for Curriculum Study).
- New York* Albany
Warren W. Coxe, Division of Examinations and Inspections.
Wayne W. Soper, Division of Research.
- North Carolina** Raleigh
James E. Hillman, Director for Curriculum Study.
- North Dakota** Bismarck
Arthur E. Thompson, Superintendent of Public Instruction.
- Ohio* Columbus
Ray Wood, Head of Division of Tests and Curriculum.
G. H. Reavis, High School Supervisor.
L. W. Reese, High School Supervisor.
- Oklahoma** Oklahoma City
N. Conger, (Teacher Training and College Curricula).
J. Andrew Holley, Director of Curriculum and Instruction.
E. A. Duke, (Elementary Curricula).
- Oregon, Salem
C. A. Howard, Superintendent of Public Instruction.
D. A. Emerson, Deputy in charge of Secondary Education.
- Pennsylvania** Harrisburg
Wm. H. Bristow, Director, Bureau of School Curricula.
- Rhode Island* Providence
James F. Rockett, Director of Education. (No state program or courses of study).
- South Carolina* Columbia
Verd Peterson, State Supervisor of Agriculture
C. M. Wilson, State Supervisor of Industrial Education.
Lillian Hoffman, State Supervisor of Home Economics.

* Department of Education.

** Department of Public Instruction.

*** Department of Public Schools.

**** State Board of Education,

South Carolina* Columbia (Continued)

D. L. Lewis, Rural School Supervisor.
Mary Eva Hita, Acting Director, Div. of Elementary Education.
John G. Kelly, High School Supervisor.

South Dakota** Pierre

R. E. Kraushaar.
Emma Meistrik.
W. P. Beard.
Nora V. Hasle.

Tennessee* Nashville

C. H. Gilmore, Director of Research.
R. R. Vance, Supervisor of High Schools.
R. Lee Thomas, Supervisor of Elementary Schools.

Texas* Austin

W. A. Stigler, Director, Curriculum and Textbooks.

Utah** Salt Lake City

H. Warren Taylor, Director of Elementary Education.
Burton K. Farnsworth, Director of Secondary Education.

Virginia**** Richmond

D. W. Peters, State Department of Education.
Ruth Henderson, State Department of Education.
Fred M. Alexander, Newport News High School, Newport News, Va.

Washington* Olympia

Jeanette Donaldson, Elementary Supervisor.
Mrs. Minnie D. Bean, Elementary Supervisor.
L. O. Swenson, High School Supervisor.

West Virginia, Charleston

Forrest Stemple, College of Education, West Virginia University,
Morgantown, W. Va. (Chairman of Committee on Curriculum
Revision).

Wisconsin** Madison

J. F. Waddell, Assistant Superintendent.

Wyoming* Cheyenne

R. L. Markley, Commissioner of Education.

Alaska, Juneau

Anthony E. Karnes, Commissioner of Education.

* Department of Education.

** Department of Public Instruction.

*** Department of Public Schools.

**** State Board of Education.

Virgin Islands of U. S.. St. Thomas
Geo. H. Ivins, Commissioner of Education.

Puerto Rico, San Juan
Pedro A. Cobollero, Assistant Commissioner of Education.

Canal Zone, Balboa Heights
Everett B. Sackett, Director of Research of the Division of
Schools.

Philippine Islands, Manila (Baguio)
Cedilio Futong, Chief of Curriculum Department, Academic
Division, Bureau of Education.

Territory of Hawaii, Honolulu
O. W. Robinson, Deputy Superintendent. Also Chairman of
General Curriculum Committee.

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